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ABSTRACT

Instructors of English as a second language (ESL) are being asked to introduce cross-cultural orientation concepts to their students. A five-step lesson plan is proposed to integrate cross-cultural orientation and ESL. It involves listening and speaking in the form of a pronunciation exercise, followed by a vocabulary lesson that leads into the grammar point to be dealt with in the lesson. A reading selection follows, which reinforces the grammar, vocabulary and pronunciation components. The final element, writing, ranges from making a single-slot substitution to writing a well-developed essay. This five-step lesson plan integrates the textual elements of the language acquisition program and the conceptual elements of the cross-cultural orientation program. A sample lesson plan for a low level grammar class is used to illustrate the proposal. Because much cross-cultural material is already part of specific language lessons, instructors must know which areas of cross-cultural awareness are inherent in the ESL texts currently in use. To facilitate this knowledge a list is provided of areas of cultural contrast and the CCO-ESL program chart is attached. The chart is a four-step procedure for integrating cross-cultural awareness and textbooks currently in use. (Author/AMH)

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CROSS-CULTURAL ORIENTATION MATERIALS IN ESL TEXTS

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CROSS-CULTURAL ORIENTATION MATERIALS IN ESL TEXTS

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ABSTRACT. Instructors of English as a second language are being asked to introduce cross-cultural orientation concepts to their students. The purpose of this paper is first, to illustrate the overwhelming amount of cross-cultural material that is an inherent attribute of texts for learning english as a second language. Second, a format is provided for the successful classroom presentation of both the textual elements of the language acquisition program and the conceptual elements of the cross-cultural orientation program, meeting the course objectives as established by the language and cross-cultural curricula.

Language and culture must be taught concurrently. The complexities incurred in the actualization of this directive often foster the desire to avoid the combination of teaching a second language and cultural orientation. However, language is part of culture, and culture of language. If each is inherent to the other, they cannot, and therefore, should not be separated.

AN EXISTING DICHOTOMY

In 1977, when Iris G. González addressed SIETAR at the annual convention held in Chicago, Illinois, she said:

> Culture should not be taught in isolation. Cultural insight can be gained simultaneously as the new language is being learned, that is, it should be well integrated in small ways into the language patterns and vocabulary a student assimilates.

In accordance with this supposition, the language instructor must become the cross-cultural orientation facilitator as well. The dualism of purpose has promoted separate and independent development of the educational objectives in teaching English as a second language and cross-cultural orientation. The language instructor has a list of educational objectives that must be met, just as the cross-cultural orientation facilitator has a list of objectives, and these too must be met. That is not to say that the lists are always

adequate. Just as the language instructor is told to teach adjectives or the past perfect continuous in passive voice, so the cross-cultural orientation facilitator is directed to present and instill an awareness of punctuality or non-verbal communication in the form of proxemics (Post, 1980). Still the dichotomy of objectives for the instructor and facilitator exists: where the language instructor is expected to develop a student's ability to read and understand elementary lesson materials, for example, the emphasis of the cross-cultural orientation program for that same student may be to increase his awareness of cultural differences with regard to his family. These objectives could be considered as mutually exclusive, but they are not. The dichotomy is a false one; however, in order to effectively orient students and teach a second language simultaneously, the dichotomy has been preserved, resulting in the formulation of a list of language objectives and a second list of cross-cultural orientation objectives, leaving the instructors to integrate the lists as best they can.

AN INTEGRATED LESSON

The five-step lesson plan is highly suitable for the proper integration of cross-cultural orientation and English as a second language. It involves listening and speaking in the form of a pronunciation exercise, followed by a vocabulary lesson that leads into the grammar point that is to be dealt with during that particular class period. Once the point of grammar has been presented, a selection of reading material is introduced that reinforces the grammar, vocabulary and pronunciation components. The final element is that of writing: this is in whichever form that is appropriate to the level of the student, and ranges from making a single-slot substitution to writing a well developed essay.

The use of pronunciation, vocabulary, grammar, reading and writing promotes the development of the cognitive, affective, and psycho-motor domains. No matter what the specific language skill objective is, the five-step integrated lesson plan will afford the students the opportunity to interact or, at the least, consider some aspect of culture. This "consideration" may only be a half-conscious awareness of a difference the student has come across

(e.g. "Noi doesn't say ship very well.") while for other students it may be the realization of a concept completely cross-cultural in nature (e.g. "The teacher doesn't stand as close to us as he does to his friends."). There is no limit to the bounds of awareness in cross-cultural concepts, neither minimal, nor maximal. By using a lesson plan in which all of the elements of language skills acquisition are brought into play, thereby forcing the students to use their cognitive, affective, and psycho-motor skills, the instructor has maximized the opportunity for each student to make his or her own cross-cultural awareness progress.

The sample lesson plan shown here, for a fifty minute class period, is an example of how cross-cultural orientation can be locked into a standard English lesson. A low level grammar class was deliberately chosen to illustrate the ease in which a difficult cross-cultural concept such as perception can be introduced to a class that literally does not know the meaning of the word.

LESSON PLAN: Teaching Points 1. ESL: adjectives
2. CCO: perception

P. (3 min.) Gold-Cold /g-/,/k-/
It is really gold / cold !
(rhyming words: old, bold, hold, fold, etc.)

V. (7 min.) Adjectives: Antonyms (cold, hot) (fat,thin)
(new, old, young) (good, bad)
(tall, short, long)
(full, empty)
illus. of glass with liquid in it: half empty or half full - - Discuss perception as it applies to adjectives. (Use of the word perception depends on the class.)

G. (5 min.) Adjective placement: 1. single-slot sub. drill
(He is _____.)
2. transformation drill
(The man is old.
He is an old man.)

R. (15 min.) Grammar exercise from text: orally or written on board

W. (15 min.) Follow-up Worksheet (quiz) The students fill in the blanks on their worksheets, identifying adjectives from pictures shown. Final picture:The ambiguous lady

(5 minute leeway)

There is always a heated discussion following the revelation of the 'quiz' answers pertaining to the relative age of the lady in the final picture. The debate and clarification of the issue requires the use of adjectives and an awareness of differences in perception.

In general, lessons constructed in this five-step format allow the students ample opportunity to use their various language skills. The plan is so integrated as to reinforce the language lesson on the cognitive and psycho-motor levels, and if all goes well, the positive reinforcement from the planned success of the students, along with the intellectual stimulation created by the cross-cultural orientation concept will be sufficient to reach the affective domain of the educational objectives.

AN ABUNDANCE OF MATERIAL

Inasmuch as language is a part of culture, and vice versa, it must be determined which language lessons most easily facilitate which elements of cross-cultural orientation. The components ennumerated in figure 1 (Post, 1980) identify thirteen areas of cultural contrast that are often presented with the general objective being to increase the students' awareness of cultural contrasts of each of the concepts listed. The phenomenon of culture shock (Barker, 1980) and the extensive category of expectations (Stewart, 1971) along with the entire category of culture conflict in figure 1, could be incorporated into discussions and exercises of the other areas of cultural contrasts. Overlapping can be expected. Still, the insertion of these points of contrast into the language lesson is not easy.

Because of the inseparable nature of language and culture, all language lessons would necessarily contain cultural aspects. yet some lessons are better suited to a specific point of cultural orientation than others. Where the language instructor can rely on teacher's guides, reference books for rules clarification, and follow the course syllabus or text table of contents for sequencing of material, there is no prescribed order for the curriculum for cross-cultural orientation. The proper melding is a matter of expediency. In that the language program is already established, the cross-cultural program should be dovetailed with it without upsetting the language program's

proven efficiency. The textbooks. course objectives, and sequence of presentation should be left intact, with the cross-cultural curriculum incorporated unobtrusively.

An abundance of cross-cultural orientation material is inherent to ESL texts currently in use, making the insertion of an adequate program of cross-cultural orientation not problematic. Although instructors should be encouraged to use material specifically designed for cultural awareness, it is only logical to add those materials to the language lessons when the subject matter of the lesson has already generated discussion or thought along the lines of one of the cross-cultural aspects that is to be introduced. (For an illustration of this point, refer to the lesson plan previously outlined and note the extratextual use of the ambiguous lady.) It is imperative that the instructor/facilitator know which areas of cross-cultural awareness are already a part of specific language lessons. The CCO-ESL Program Chart is one method of quantifying this type of information.

The construction of the CCO-ESL Program Chart is a four-step procedure. The first step is to decide which elements of cross-cultural awareness are important for the students in their acculturation process. Because of its extensive scope and quality, I chose figure 1 (Post, 1980) to satisfy the primary step. The cross-cultural points on the CCO-ESL Program Chart are listed alphabetically and in no way represent a suggested teaching sequence. The second step is to determine which ESL textbooks are essential for the students' fulfillment of the language objectives. The texts designated in the chart were chosen because of their availability and current popular use. The books encompass all levels of language acquisition, come from various publishing houses, and relate to one or all of the language learning skills: grammar, reading, writing, listening and speaking. The third step is to examine each textbook carefully, lesson by lesson, noting the vocabulary used and general subject matter of any reading passages and dialogues. This stage also involves the comparison of those notations with the list prepared in step one. In the fourth stage of the process, simply list which lesson and page numbers could be used to elucidate and/or instigate discussion of a point of cultural contrast. The fourth step is time consuming because of the quantity

of possibilities, but once it has been done, the use of the CCO-ESL Program Chart is much easier.

Just as you have many blind leads in compiling a working bibliography for a research paper, so you will have untapped correlations of textbook lessons and cultural contrast concepts. Using the chart means coordinating the multiple opportunities for presentation of a concept with the students' needs, the seasonal peculiarities, and the stage of academic development the students are at. If there are ten separate lessons in which the idea of changing roles could be introduced, choose the one that coincides most with the criteria on a chronological basis. To aid in this decision, ask three questions:

1. Does the student need this awareness now?
2. Is this the most opportune time (in terms of the calendar) to present this concept?
3. Have I presented all the ideas that necessarily precede this concept?

If the answer to all three questions is in the affirmative, then choose the language lesson that affords the earliest opportunity to explore the aspect of changing roles. Another example is that of holidays. Where one group of students may need to know all about customs if they are studying in December, another class would find it less imperative in August when there are fewer special occasions. As a dictum in regards to the use of the CCO-ESL Program Chart, when there are multiple opportunities for the presentation of a cross-cultural point, decide on which lesson to make that presentation based on the students' needs, the time of year, and the sequence of concepts.

CONCLUSION: The prevalence of cross-cultural concepts in ESL texts is apparent by the very nature of the relationship between culture and language. Although the areas of cultural contrast are often more implicit than we would like, they can nevertheless be discerned through careful scrutiny and evaluation of a text on a lesson by lesson basis, examining the vocabulary used or situations presented. Through the use of a five-step integrated lesson plan the innate characteristics of culture contrast can be brought out with the simultaneous instruction of English. The goal of teaching English as a second language combined with a program of cross-cultural orientation is then met.

SOME AREAS OF CULTURAL CONTRAST

(fig. 1)

non-verbal communication
- greetings
- gestures
- eye-contact
- proxemics
- facial expressions
- silence

time
- punctuality
- time expressions
- appointments

human relationships
- friends
- dating
- spouses
- parents & children
- teachers & students
- guests & hosts

marriage
- engagement customs
- wedding customs
- attitudes
- styles
- changing roles
- divorce

changing roles
- male-female
- master-servant

family
- structure
- activities
- children
  - rearing styles
  - attitudes toward
  - independence/dependence
- cohesion
- birth control
- care of elderly
- house styles
- pets
- authoritarian/non-authoritarian

youth-old age
- attitudes toward
- "generation gap"
- rebellion
- activities
- views about life/death

society
- city-rural
- levels
- life styles
- race/ethnicity
- religions
- politics/government

stereotypes
- prejudice
- assumptions
- cultural traits
- generalizations

conversation styles
- formal/informal
- asking questions
- initiating conversation
- responding/listening

culture conflict
- similarities/dissimilarities
- customs
- values
- beliefs
- attitudes
- perceptions
- cognitive styles

education
- attitudes
- styles/philosophies
- teacher-student relationships/roles

sports & games
- team/individual
- competition
- professional/amateur
- statistics
- attitudes
  - stars
  - sportsmanship
- gambling

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CCD - ESL PROGRAM CHART

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CCO-ESL PROGRAM CHART

1. CHANGING ROLES

Book	Lesson:Page(s)	Book	Lesson:Page(s)	Book	Lesson:Page(s)
Comp:Exercises in	9: 18: 24: 27: 73:	Talk It Over	1:1-2 2:3 4:7 7:13 12:23 18:35 21:41-42 23:45 24:47	Paragraph Develop	5:117-120 6:158-161
Reader's Choice	5:73-75 7:117 10:160	No Hot Water	1:2 3:12 7:34 9:44 13:68-9 16:87-89 17:93 19:104 24:155-8 25:157	10 Steps	:21 :22 :27 :36
React Interact	1:3 2:9 6:29 20:115	Mod. Am. Eng. 1 2 3 4	2:9-13 3:22-25 4:33 6:54-5 9:88-9 13:129-133	Conv. in English	:7 :11 :15
		5	6:55		
Jazz Chants	:69 :79	26 Steps	:3 :12 :26 :30 :43 :45 :46 :53	Improving Aural	4:153
Written English	1:1 2:5-8 17A:92 17B:93	Tech. for Writing	B:24 C:67 D:82 F:112-3 G:116 G:134	Intercom 2 3	E:194 E:220 J:440 K:492

2. CONVERSATION STYLES

Book	Lesson:Page(s)	Book	Lesson:Page(s)	Book	Lesson:Page(s)
Comp: Exercises in	29: 38:	Talk It Over	1:1-2 20:39	Paragraph Develop	7:171-180
Reader's Choice	7:105-7 8:129-131 10:170-171	No Hot Water	2:7 6:28 16:87-89 16:91 17:93 23:145-51	10 Steps	:51 :54 :57
Mod. Am Eng. 1 2 3	8:68 9:79 2:16-17 3:24	Conv. in English	:3 :26 :35 :39 :47 :51 :55 :75 :79 :83 :87 :91 :95	Jazz Chants	:2 :10 :33 :35 :47 :79
Tech. for Writing	A:1-9 B:45-47 B:55-8 B:59-64 D:80 G:124-127 H:140-164	Intercom 1 2 3	1:2-3 3:6 4:8 A:12 F:272 K:482 K:492 L:530 L:545	Study Skills	1:29-33 5:107

ii.

3. CULTURE CONFLICT

Book	Lesson:Page(s)	Book	Lesson:Page(s)	Book	Lesson:Page(s)
Comp: Exercises In	3: 4: 5: 19: 27: 36: 38: 39: 40: 43: 44: 48: 50: 53: 54: 56: 60: 66: 70: 74: 75: 77: 78: 80·	Talk It Over	2:3 3:5 6:11 17:33 18:35 19:37 20:39 21:41 26:51 29:57-58	Paragraph Develop	2:28+30 3:63 7:181-4 6:142-51 4:
Reader's Choice	4:55 4:58-60 8:129-131 8: 140-145 10:165-6 11:191 12:194-5	No Hot Water	3;12 4:17 9:44 14:74 18:97 20:111-3 23:145	10 Steps	:12 :15 :16 :25 :33 :40 :45 :53 :58 :61
React Interact	4:19 5:23 10:53 11:59 13:73 15:85 17:97 18:103 19:109 20:115 22:128-9	Mod. Am. Eng. 1	1:1-7 5:38-41	Conv. in English	:3 :19 :31 :47 :51 :79
		2	2:13-16 4:33+40 8:74 14:128-9 14:131		
		3	2:13 3:20-2 8:68-9 14:121	26 Steps	:7 :11 :14 :19 :20 :21 :47 :50 :51 :54
Jazz Chants	:4 :8 :21 :23 :31 :39 :41 :53 :57 :61	4	3:23-8 13:134 14:141-4		
		5	3:21-23 8:73-6 14:135-140	Intercom 1	A:16 B:70 C:126 D:146 D:180
Improving Aural	3:131 4:151 5:185 5:199-202 6:245 7:263	Written English	4:18 13A:57-59 18A+B:97-103	2	H:348 H:358
				3	I:391 I:405 I:413 I:422 J:434
Study Skills	5:137-139	Tech. for Writing	B:51-2 E:96-9 G:131-3		K:482 K:510 L:560 L:566

4. EDUCATION

Book	Lesson/Page(s)	Book	Lesson/Page(s)	Book	Lesson/Page(s)
Comp: Exercises In	18: 67:	Talk It Over	7:13 13:25 15:29 18:35 21:41 22:43 27:53 29:57-58 30:59	Paragraph Develop	1:8,10-12 3:53-57 5:117-8 6:142-151
Reader's Choice	1:22+23 5:85 7:125 11:188			10 Steps	:3 :6 :7 :18 :20 :35 :39 :60
No Hot Water	7:34 8:39				
React Interact	15:85	Mod. Am. Eng. 1	6:49-50 9:73-75 11:91 12:102	Conv. in English	:23 :31 :67 :87
26 Steps	:35 :36 :38 :39		13:108-110 14:118-121	Improving Aural	5:195 5:203-5 6:241 7:261 +269

4.(Education cont.)

Book	Lesson:Page(s)	Book	Lesson:Page(s)	Book	Lesson:Page(s)
Written English	4:18 15?:74	Mod. Am. Eng. 2	9:80-84 14:125-128	Tech. for Writing	B:24-25 F:102 F:105-6 G:119-23 H:140-164
Intercom 1	4:8	3	8:67		
2	F:258	4	3:23-28 7:64-69	Study Skills	1:1-7 5:100-101 5:144-7 6:173 8;209-219
3	L:534-5	5	8:73-77 9:8? 12:113-118		

5. FAMILY

Book	Lesson:Page(s)	Book	Lesson:Page(s)	Book	Lesson:Page(s)
Comp: Exercises In	11: 15: 16: 18: 44: 47: 49: 41: 42: 46: 59: 61: 62: 72; 73:	No Hot Water	5:23-4 6:29 8:39 10:50-51 12:63 15:79 22:136-7 24:155-8	10 Steps	:1 :5 :18 :21 :26 :31 :35 :36 :52 :60
Talk It Over	7:13 13:25 24:47			React Interact	6:29 7:33 10:53 11:59 16:91 18:103
Paragraph Develop	1:14 + 21	Mod. Am. Eng. 2	11:98-9 13:119		
Reader's Choice	6:86-98 7:117 8:134-5 8:140-5	3	6:43-5 12:103	Conv. in English	:23 :35 :55 :59 :99
26 Steps	:3 :13 :23 :29 :40 :43 :44 :47 :50 :51 :54	4	2:12-17 9:90-91		
		Jazz Chants	:43 :57 :63 :79	Tech. for Writing	B:32-3 B:56
Study Skills	5:156-7	Written English	15B:75-76	Intercom 2	E:194 G:290

6. HUMAN RELATIONSHIPS

Book	Lesson:page(s)	Book	Lesson:page(s)	Book	Lesson:Page(s)
Comp: Exercises In	52: 65: 66:	Talk It Over	2:3 9:17 18:35 20:39 24:47 29:57	Paragraph Develop	2:37 6:158-161 6:167-170
Reader's Choice	2:32-34 4:55 4:68-72 10:172-5 15:241-4	No Hot Water	2:7 5:23-4 13:68-9 14:74 15:80 17:93 19:104 23:151 24:155 25:162-4	10 Steps	:22 :23 :31 :32 :52
React Interact	2:9 3:13 7:33 18:103 20:115			Mod. Am. Eng. 1	11:87-88
Conv. in English	:3 :19 :51 :55 :67 :87 :91	Jazz Chants	:2 :4 :14 :23 :43 :49 :51 :57 :59 :71 :73 :79	2	3:26 7:63
26 Steps	:5 :9 :10 :17 :24 :27 :28 :32 :33 :38 :39 :42 :46 :50 :51 :52	Improving Aural	5:211	3	11:90
				4	1:5-6 8:83 9:91-2 12:117-122
				Written English	16A:79-80 17B:94 19A:108
				Study Skills	5:104-5

iv.

6.(Human Relationships cont.)

Book	Lesson:Page(s)	Book	Lesson:Page(s)	Book	Lesson:Page(s)
Tech. for Writing	B:53 B:57 C:57 E:85-89	Intercom 1	C:98 C:116		
		2	E:202 H:358 H:372		
		3	J:450 K:485 L:557		

7. MARRIAGE

Book	Lesson:Page(s)	Book	Lesson:Page(s)	Book	Lesson:Page(s)
Comp:Exercises In	31: 36: 49: 73: 76: 79:	React Interact	1:3 11:59	Mod. Am. Eng. 2	14:130
		Jazz Chants	:43 :79	3	6:48 13:109-110
Talk It Over	10:19 24:47	26 Steps	:3 :12 :13 :23	4	4:34-36 6:54-58
Paragraph Develop	3:67		:43 :46	Written English	17A:92
Reader's Choice	6:86-98	Tech. for Writing	B:55 B:57 E:91-93 E:94-95	Intercom 2	E:224
No Hot Water	1:2 10:30-31 13:68-9 22:135 25:156-157	10 Steps	:52		

8. NON-VERBAL COMMUNICATION

Book	Lesson:Page(s)	Book	Lesson:Page(s)	Book	Lesson:Page(s)
Comp:Exercises In	19: 23: 28: 34: 52: 55: 69: 56: 74:	Talk It Over	1:1-2 4:7 5:17 10:19 16:31	Paragraph Develop	3:50-52 4:70-107
		Reader's Choice	1:1 3:38-40	No Hot Water	14:74 15:80
10 Steps	:17		7:123	26 Steps	:21
React Interact	4:19 9:47 15:85 20:115	Mod. Am. Eng. 2	6:52	Conv. in English	:67
		3	7:54-56	Intercom 1	B:50
Improving Aural	2:77-80 3:57-139 4:155 8:288	5	6:51-3 13:125-7	2	F:250
		Written English	6:25-26 9:43	3	J:436 J:473 K:501+7
Tech. for Writing	C:69-70 G:127-129 H:140-164	Study Skills	5:93-9 5:137-9		

9. SOCIETY

Book	Lesson:Page(s)	Book	Lesson:Page(s)	Book	Lesson:Page(s)
Comp:Exercises In	20: 44: 53: 57: 71: 79: 111-2 :83-85	Talk It Over	2:3 3:5 5:9 7:13 8:15 14:27 17:33 23:45-46	Paragraph Develop	2:42 3:59 3:65 5:119-120 6:164-166
Reader's Choice	1:17-19 3:52 4:62-7 6:101-2 10:165-6 12:194 12:205-7 13:212-221 15:241-244	No Hot Water	3:12 4:17 9:44 11:57-8 17:93 18:98 20:112 21:130-4 22:136 23:145-151	10 Steps	:1 :33 :34 :39 :40 :44 :46 :47 :55 :56 :60

9. (Society cont.)

Book	Lesson:Page(s)	Book	Lesson:Page(s)	Book	Lesson:Page(s)
React Interact	2:9 10:53 11:59 13:73 16:91 17:97 21:121	Mod. Am. Eng. 2	2:10-13 6:47-48	Conv. in English	:7 :39 :43 :59 :67 :71 :75
		3	1:6 4:29-30 11:91-2 +97	26 Steps	:4 :5 :6 :8 :13 :14 :18 :24 :25 :31 :40 :41 :43 :44 :47 :51 :53
Jazz Chants	:14 :39 :57 :61	4	6:53 8:76-81 9:87		
Improving Aural	3:121-4 5:197-8 7:259 8:284	5	1:1-5 4:31-36 9:83-86	Written English	7:34 14A:63-65 14B:68
Tech. for Writing	B:38-40 C:78-79 E:96-7 F:101 F:114-5 G:138	Intercom 1	A:32	Study Skills	4:8-9 5:101-2 5:118-9 5:149-150
		2	F:258 H:338		
		3	I:406 K:482		

10. SPORTS AND GAMES

Book	Lesson:Page(s)	Book	Lesson:Page(s)	Book	Lesson:Page(s)
Comp:Exercises In	51: 68:	Talk It Over	6:11 11:21 13:25 28:55	Paragraph Develop	1:1-5+13 6:167-170
Reader's Choice	7:125 11:192				
10 Steps	:26 :27 :30 :37 :51	26 Steps	:7 :39	Improving Aural	3:137 8:283
Tech. for Writing	B:27+31 B:37 G:127	Intercom 2	F:242+250+258 F:266	Study Skills	6:164

11. STEREOTYPES

Book	Lesson:Page(s)	Book	Lesson:Page(s)	Book	Lesson:Page(s)
Comp: Exercises In	19: 26:	Talk It Over	1:1-2 3:5 9:17 17:33 23:45-6	Paragraph Develop	5:119-20 6:142-151
Reader's Choice	1:24 2:29 5:82 6:86-98 7:123 10:172-5 13:212-221 13:228-9	No Hot Water	2:7 11:59 15:80 16:87-89 21:121 23:151 25:161-4	10 Steps	:6 :8 ;9 :11 :13 :14 :19 :28 :29 :47 :56
		React Interact	3:13 8:39 20:115 21:121	Mod. Am. Eng. 1	1:2
Conv. in English	:35 :47 :91	Jazz Chants	:4 :8 :29+31 :47 :53 :61 :77	2	3:22-25 11:98-9
26 Steps	:6 :16 :17 :39 :45 :48	Improving Aural	3:133-6 4:151 5:207+9 5:217	3	1:6 4:29-30 11:91-2+97
Written English	4:18 7:34 8:39 11:49	Tech. for Writing	A:9 B:24-5 G:119 G:128-9	5	3:20-2 4:33 8:73-4 12:101-2
Intercom 1	B:84			Study Skills	4:89 4:91 5:100-1 6:178-180
2	E:210				
3	I:386 I:391 J:459 L:566				

12. TIME

Book	Lesson:Page(s)	Book	Lesson:Page(s)	Book	Lesson:Page(s)
Comp: Exercises In	23: 52: :111-2	Talk It Over	1:1-2 7:13 18:35 28:55 30:59	Paragraph Develop	7:171-172
Reader's Choice	9:150	10 Steps	:17 :59	Conv. in English	:19 :27 :67 :91
No Hot Water	7:34 18:98	26 Steps	:8 :22	Jazz Chants	:17 :37 :51 :75
Mod. Am. Eng. 1	7:51-57 12:97-101	Improving Aural	4:145-182 5:189	Tech. for Writing	B:25-29 C:70
3	2:16	Study Skills	1:67	Intercom 1	C:108
5	11:111-112			2	F:242 F:266 G:298
				3	K:504 L:531

13. YOUTH-OLD AGE

Book	Lesson:Page(s)	Book	Lesson:Page(s)	Book	Lesson:Page(s)
Comp:Exercises In	30: 37: 44: 47: 54: 63: 68:	No Hot Water	1:2 2:7 3:12 14:74 23:145-51	Conv. in English	:15
Talk It Over	1:1-2 11:21 13:25 19:37 26:51	10 Steps	:28	26 Steps	:21 :34 :40
		React Interact	2:9 7:33 10:53 11:91 13:73 14:79	Improving Aural	5:209 3:139
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		4	12:117-122 14:141-144		
		5	13:129-30		

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